

St Nicholas CE Primary



Accessibility Plan

Last reviewed: October 2022

Accessibility Plan			
		Document Control	
Review Period	24 Months	Next Review	October 2024
Owner	Headteacher	Approver	LGB
Category	Public (show on website)	Type	Local to school
<i>Based on Trust template September 2020</i>			

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We believe that we should all aspire to be the best we can be for ourselves and for others, which we achieve through our core values of promoting **belonging**, through a **compassionate** approach to learning which supports **resilience**.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Working with the Oxfordshire Inclusion Team, the Vale Academy Trust Inclusion Team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

Our Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. 2

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities – use of the No Outsiders Programme.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Medium Term: Introduce a programme of visitors which celebrate diversity and inclusion as role models</p> <p>Medium Term: Continue to develop inclusive, quality first teaching.</p>	<p>Within our Aspiration Ambassadors Programme this year, include at least one visitor with a disability as a role model</p> <p>Information for teachers on differentiating and personalising the curriculum for pupils with additional needs</p>	<p>SENDCO</p> <p>All Class teachers</p>	<p>July 2023</p> <p>July 2023</p>	<p>All children can talk about an aspirational visitor this year.</p> <p>Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations and data show that all children make progress within lessons.</p> <p>Core Offer sheets show the reasonable adjustments being made to support children.</p>

<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps,</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	<p>Long Term:</p> <p>Improve access to the staffroom for those with a physical disability</p>	<p>Acquire short ramps for stairs in this area to ensure access is improved.</p>	<p>Headteacher</p>	<p>July 2023</p>	<p>All visitors and children are able to access the staffroom within school.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 	<p>Long Term : Improve access for those with hearing disability.</p> <p>Short/Medium Term: Improve the quality of provision for children with Social, Emotional, and Mental Health needs.</p>	<p>Research the best way to use existing technology to support those with hearing disability and install in the office and on telephone systems.</p> <p>Increase number of tranquil spaces within school for pupils with additional needs.</p>	<p>Headteacher</p> <p>Headteacher</p>	<p>July 2024</p> <p>April 2023</p>	<p>Communication for those with hearing impairment is improved.</p> <p>All pupils who need access to a tranquil space or safe space due to emotional needs, have a designated space/s (described in pupil profile).</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				

Emergency escape routes				
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